

If You See...	You Might Teach...
Student struggles to retell – either says just one or two things or tells every minute detail	<ul style="list-style-type: none"> • Readers can retell by saying “First... Next... Then ... Finally...” • Readers can retell by saying what their character wants, does and gets. • Readers can retell by saying where their character is and the big thing that happened there. We then say where the character went next and the big thing that happened there, and so on. • Nonfiction – Readers can retell by saying, “So far this text has taught me...” We can retell across our fingers saying 3-5 big things the text taught us. • We can jot the points of the retell to help us hold onto what’s happened. • Readers can re-read the jottings to warm up for a new reading session.
All their jottings are retells of single events or you notice that all their jottings are the same reading skill	<ul style="list-style-type: none"> • We can jot ideas. Readers say, “This makes me think...” • We can jot how this event fits with the events that have happened earlier in the book. • We can use everything we know about a character to predict what will happen next. • We can grow an idea about our character by noting their actions, words and thoughts and say what kind of person acts this way • We can revise our thoughts about a character when we encounter new or surprising actions, thoughts or words from the character or about the character • We can grow and idea about the issues that our character faces and say, “This book seems to be suggesting that ... My thoughts on this issue are ...” • We can jot images that we see in our mind that we want to hold on to • We can jot wonderings or questions and read on to find the answers • Readers use everything we know about how stories go and how events go in the world to predict what might happen next in their book • Nonfiction • We can jot how the information we just learned fits with the information we learned earlier. • We can use everything we know about the subject to predict what he/she/it will do next. • We can grow an idea about our subject by saying, “This information makes me think...” • We revise our thinking as we learn new information in the text or when reading another text on the same subject. • When reading something new or unfamiliar, nonfiction readers can make a quick sketch to get the image clearly in our minds. We add to the sketch as we continue to read.
Student is holding onto just the last thing read	<ul style="list-style-type: none"> • Readers can stop at the end of each scene or chapter and jot the two or three big things that just happened – (Nonfiction – Readers can stop at the end of each section or chapter and jot two or three big things the text taught us.) • Readers can get ready to read by re-reading our jottings to warm up and get the story freshly in our mind again • At the end of each chapter, we can jot how this chapter fits with what has happened before
Student is getting confused with which characters are which or confused about subjects in nonfiction	<ul style="list-style-type: none"> • Readers use characters’ names when talking and jotting about them. • Readers can make a quick list in their notebook of the names of all the characters and a short note of who they are. • Nonfiction • Readers use the names of the subjects when talking and jotting about them. • Readers can make a quick list in their notebook of the names of all the subjects and a short note of who or what they are.
Student has a literal understanding but isn’t growing ideas	<ul style="list-style-type: none"> • Look across two or three jottings about a character and say, “This makes me think...” • We can jot how this event fits with the events that have happened earlier in the book • We can use everything we know about a character to predict what will happen next. • We can grow an idea about our character by noting their actions, words and thoughts and say what kind of person acts this way • We can revise our thoughts about a character when we encounter new or surprising actions, thoughts or words from the character or about the character • We can grow and idea about the issues that our character faces and say, “This book seems to be suggesting that ... My thoughts on this issue are ...” • We can jot wonderings or questions and read on to find the answers • Readers use everything we know about how stories go and how events go in the world to predict what might happen next in our book. • Nonfiction • Look across two or three jottings about a subject and say, “This makes me think...” • We can jot how this information fits with the information that we learned earlier in the book • We can use everything we know about a subject to predict what will happen next. • We can revise our thoughts when we encounter new or surprising information.